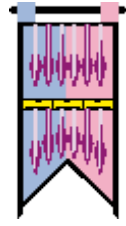


# 11/ 12



## Grade 11 -12 Social Studies Sovereignty

### *Grade 11*

(authors - John Joseph Peregoy, Ph.D., (Flathead)  
Evelynn O'Dell, (Navajo)

**Standard 1:** Students will understand the interaction between Utah's geography and its people.

### **U. S. Government and Citizenship- Grade 12**

**Standard 3:** Students will understand the distribution of power among the national, state, and local governments in the United States federal system.

Objective 1: Determine the relationship between the national government and the states.

- c. Assess the unique relationship between the sovereign American Indian nations and the United States government.

**Standard 3:** Students will understand the relationship between the government and the people of Utah.

**Standard 4:** Students will understand the diverse ways people make a living in Utah.

**Standard 5:** Students will understand that the diverse nature of Utah's peoples and cultures.

**Standard 6:** Students will understand the impact of major contemporary events that concern the land and the people of Utah.

**Standard 9:** The students will understand the emergence and development of human rights and culture in the modern era.

**Desired Outcome.** The students will understand what sovereignty means to American Indian tribes and how sovereignty remains a strongly guarded principle.

**Background:** Sovereignty is a legal construct and in relationship to American Indians and the Federal government it is a modified form of sovereignty. The federal government has trust responsibilities to Indian peoples based in treaties. States have a responsibility to interact with tribes on a state to state basis. It is our observation that states often fail to maintain the courtesy of state to state relationship with tribes. States have been known to get around working with tribes by blocking roads in and out of reservation boundaries and disregarding tribal rights to hold gaming activities on tribal lands.

### **Assessment Evidence:**

Students will compare and contrast sovereignty status of American Indians/Alaskan Natives. Discussion will include an overview of the Dawes Act, Indian Reorganization Act, and the Indian Self Determination and Education Assistance Act.

Students will develop time lines of key legislation and social movements influencing Indian – White relationships.

Examine the Goshute relationship with the state of Utah and how the state interacted with the Goshute during the nuclear waste storage debate on the reservation.

### **Learning Strategies:**

- Group work
- Compare/Contrast
- After teacher provides overview of topic and resources they will facilitate a classroom discussion after student teams have conducted research.
- Vocabulary Worksheets
- Research nuclear waste storage pros and cons
- Write a brief position paper and support your position (3 pages maximum)

### **Resources:**

[www.nativeamericancaucas.com/tribal.shtml](http://www.nativeamericancaucas.com/tribal.shtml)

[www.airpi.org/pubs/indinsob.html](http://www.airpi.org/pubs/indinsob.html)

[www.en.wikipedia.org/wiki/Tribal\\_sovereignty](http://www.en.wikipedia.org/wiki/Tribal_sovereignty)

[www.americansc.org.uk/Online/indians.htm](http://www.americansc.org.uk/Online/indians.htm)

McCormick, M. (2006): Treaties and sovereignty: By the Native American Rights Fund of Boulder, CO. Retrieved on October 28, 2006 from:  
<http://www.schools.utah.gov/curr/indianed/teacher/forum.htm>.

<http://www.mindfully.org/Nucs/Goshute-Tribe-Nuc-Waste.htm>

<http://www.alphacdc.com/necona/skull-vy.html>

[www.en.wikipedia.org/wiki/Dawes\\_Act](http://www.en.wikipedia.org/wiki/Dawes_Act)

[www.en.wikipedia.org/wiki/Indian\\_Reorganization\\_Act](http://www.en.wikipedia.org/wiki/Indian_Reorganization_Act)

[www.en.wikipedia.org/wiki/](http://www.en.wikipedia.org/wiki/)

[www.aiefprgorams.org/history\\_1920.htm](http://www.aiefprgorams.org/history_1920.htm)

[www.tribalcollegejournal.org/themag/backissues/spsummer98/sprsummer98hermes.html](http://www.tribalcollegejournal.org/themag/backissues/spsummer98/sprsummer98hermes.html)

[www.skc.edu/netbook/11-self-determination.htm](http://www.skc.edu/netbook/11-self-determination.htm)

[www.worldalmanacforkids.com/explore/us\\_history/americanindian3.html](http://www.worldalmanacforkids.com/explore/us_history/americanindian3.html)

click on European Contact and Impact